

Standard V Program Re-approval Template

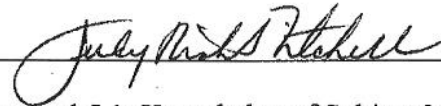
Submit completed form to your liaison by June 1, 2009.

Institution: **Washington State University**

Date: **May 27, 2009**

Dean/Director: **Dr. Judy Mitchell, Dean**

Signature



What are the major examples of evidence in your program for Standard 5.1: Knowledge of Subject Matter and Curriculum Goals? Please be as specific as possible in describing the evidence.

Note: See also Tables 1 and 2 in the narrative section of this report for more specific information. Refer also to Appendix B for descriptions of and rubrics for evaluation of the signature assignments/assessments. The teacher and student-based evidence described here come from the common program assessments (signature assessments, PPA, etc. (See Appendix B for the signature assignment/assessment rubrics). The evidence described here does not include teacher and student-based evidence that is required and collected in course work and practica. Selected examples of specific teacher and student-based evidence required in course work and practica are provided in the narrative section.

Criteria - Teacher candidates positively impact student learning that is:	Teacher-Based Evidence <i>Teacher demonstrates capacity to provide effective learning experiences.</i>	Student-Based Evidence <i>Students demonstrate engagement in effective learning opportunities.</i>
<p>A. Content driven. All students develop understanding and problem-solving expertise in the content area(s) using reading, written and oral communication, and technology.</p> <p>B. Aligned with curriculum standards and outcomes. All students know the learning targets and their progress towards meeting them.</p> <p>C. Integrated across content areas. All students learn subject matter content that integrates mathematical, scientific, and</p>	<ul style="list-style-type: none">• Integrated Unit Plan¹• Positive Impact on Student Learning Evidence¹• PPA• WEST B Test Scores• WEST E Test Scores• GPA prior to admission and in program	<p>The Integrated Unit Plan and the Positive Impact on Student Learning requirements/rubrics have been changed. Fall 2009 students will be required to collect student-based evidence and student communication/voice evidence in both of these signature assignments/assessments. The evidence will vary as it will be linked to the topic of the Unit Plan and to the student teaching content areas assigned. The Unit Plan demonstrates students' understanding of integrating mathematical, scientific, and aesthetic reasoning. The practicum seminars will focus on developing students' ability to identify,</p>

aesthetic reasoning.		collect, and analyze student-based evidence and student communication evidence from their practica.
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What are the major examples of evidence in your program for Standard 5.2: Knowledge of Teaching? Please be as specific as possible in describing the evidence.

Criteria - <i>Teacher candidates positively impact student learning that is:</i>	Teacher-Based Evidence <i>Teacher demonstrates capacity to provide effective learning experiences.</i>	Student-Based Evidence <i>Students demonstrate engagement in effective learning opportunities.</i>
<p>A. Informed by standards-based assessment. All students benefit from learning that is systematically analyzed using multiple formative, summative, and self-assessment strategies.</p> <p>B. Intentionally planned. All students benefit from standards-based planning that is personalized.</p> <p>C. Influenced by multiple instructional strategies. All students benefit from personalized instruction that addresses their ability levels and cultural and linguistic backgrounds.</p> <p>D. Informed by technology. All students benefit from instruction that utilizes effective technologies and is designed to create technologically proficient learners.</p>	<ul style="list-style-type: none"> • Technology Enhanced Lesson Plan¹ • Integrated Unit Plan¹ • Positive Impact on Student Learning Evidence • PPA 	<p>The Integrated Unit Plan and the Positive Impact on Student Learning requirements/rubrics have been changed. Fall 2009 students will be required to collect student-based evidence and student communication/voice evidence in all 4 of the signature assignments/assessments. The evidence will vary as it will be linked to the topic of the Unit Plan and to the student teaching content areas assigned. The Technology Enhanced Lesson Plan assignment and rubric has also been changed and now requires that students include in their plan what types of student-based evidence they would collect, why, and how they would collect the evidence. The practicum seminars will focus on developing students' ability to identify, collect, and analyze student-based evidence and student communication evidence from their practica.</p>

What are the major examples of evidence in your program for Standard 5.3: Knowledge of Learners and their Development in Social Contexts? Please be as specific as possible in describing the evidence.

Criteria - <i>Evidence of teacher candidate</i>	Teacher-Based Evidence	Student-Based Evidence
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<i>practice reflect planning, instruction, and communication that is:</i>	<i>Teacher demonstrates capacity to provide effective learning experiences.</i>	<i>Students demonstrate engagement in effective learning opportunities.</i>
<p>A. Learner centered. All students engage in a variety of culturally responsive, developmentally, and age appropriate strategies.</p> <p>B. Classroom/school centered. Student learning is connected to communities within the classroom and the school, including knowledge and skills for working with others.</p> <p>C. Family/Neighborhood centered. Student learning is informed by collaboration with families and neighborhoods.</p> <p>D. Contextual community centered. All students are prepared to be responsible citizens for an environmentally sustainable, globally interconnected, and diverse society.</p>	<ul style="list-style-type: none"> • Technology Enhanced Lesson Plan¹ • Integrated Unit Plan¹ • Classroom Management Plan¹ • Positive Impact on Student Learning Evidence¹ • PPA • Context statement for the classroom/practicum describing demographics and reflections on diversity 	<p>The Integrated Unit Plan and the Positive Impact on Student Learning requirements/rubrics have been changed. Fall 2009 students will be required to collect student-based evidence and student communication/voice evidence in both of these signature assignments/assessments. The evidence will vary as it will be linked to the topic of the Unit Plan and to the student teaching content areas assigned. The Technology Enhanced Lesson Plan assignment and rubric and the Classroom Management Plan have been changed and now require that students include in their plan what types of student-based evidence they would collect, why, and how they would collect the evidence.</p> <p>The practicum seminars will focus on developing students' ability to identify, collect, and analyze student-based evidence and student communication evidence from their practica. The seminars also include discussions about the influence of community and the means to engage families (and how to write these approaches in the PPA). There is a focus on what resources are available and community needs/strengths related to supporting learning.</p>

What are the major examples of evidence in your program for Standard 5.4: Understanding of Teaching as a Profession? Please be as specific as possible in describing the evidence.

Criteria - <i>Teacher candidates positively impact student</i>	Teacher-Based Evidence <i>Teacher demonstrates capacity to provide effective learning experiences.</i>
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<p><i>learning that is:</i></p> <p>A. Informed by professional responsibilities and policies. All students benefit from a collegial and professional school setting.</p> <p>B. Enhanced by a reflective, collaborative, professional growth-centered practice. All students benefit from the professional growth of their teachers.</p> <p>C. Informed by legal and ethical responsibilities. All students benefit from a safe and respectful learning environment.</p>	<ul style="list-style-type: none"> • Documentation of participation in a learning community (including formal learning and/or attending meetings/conferences) • Supervisor observations on developing collegial relationships • Written Professional Growth Plan with reflections on progress included • Demonstrations of positive dispositions [We currently use a dispositions assessment that includes the Professional Dispositions Assessment (PDA) and the Professional Dispositions Evaluation for Field Experiences (PDEFE)] • Context statement for the classroom/practicum describing demographics and reflections on diversity • Faculty and supervisor observations of following Professional Conduct Code • Assessment of knowledge of issues of abuse/neglect and reporting procedures. • PPA • Self-Assessment of Standard V by WSU students
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¹ The Department of Teaching and Learning includes four signature assessments within the overall assessment system. The four signature assessments include: a Technology Enhanced Lesson Plan, a Classroom Management Plan, an Integrated Unit Plan, and the Positive Impact on Student Learning requirement. All teacher candidates in all programs complete these four signature assessments. These assessments are evaluated by faculty and the resulting data are analyzed for program improvement purposes. A complete description of these four signature assessments is available from the Department of Teaching and Learning, WSU, Pullman, WA 99164-2132.